

Parent Handbook

2022-23



Hangzhou International School

Once a dragon always a dragon!



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Greeting from the Lower School Principal



Dear HIS Students and Parents,

Welcome to Hangzhou International School (HIS) for the school year 2022-2023 and our new campus. We are delighted to finally have the opportunity to experience this new space and truly make it our own. The HIS community is warm, welcoming, and active, while our teachers are passionate, capable, and caring. Since 2001, HIS has provided expatriate students from over 50 nations worldwide with the highest standard of educational experiences. We are excited to be celebrating our 20th anniversary this year.

At HIS, we value active, constructive, intentional, rigorous, authentic learning in a creative, principled, and nurturing community. It empowers students to retain information and apply what they learned to solve problems in different contexts beyond the classroom.

We communicate high expectations and encourage learners to achieve to the best of their abilities to motivate students to reach their potential and keep them engaged.

Learning which focuses on enduring concepts and encourages curiosity challenges each student to reach their goals.

This handbook seeks to support students and parents to understand the organization, practices, and expectations at HIS; to appreciate what is essential and unique about HIS. Discuss and share the information in this book as a family.

While we attempt to ensure that this is a comprehensive document, situations may arise that require additional clarification. Please refer to the HIS webpage for further updates or information. Questions not addressed in this handbook, please consult with the classroom teacher(s) for curriculum, assessment, and issues related to learning. For other matters, please do not hesitate to contact the school office.

On behalf of our talented and experienced staff, a rewarding and challenging year awaits at Hangzhou International School.

Yours Sincerely,

Lynn Pendleton

Lower School Principal

Important Contacts

School Phone Number: 86 571-8669-0045

Administration

Director of School	Mr. Jeffry Stubbs Email: jeffstubbs@hisdragons.org.cn
Lower School Principal	Ms. Lynn Pendleton Email: lynnpendleton@hisdragons.org.cn
Lower School Vice Principals	Dr. Aaron Ayers (Pastoral) Email: aaronayers@hisdragons.org.cn Ms. Cilla Giannopoulos (Curriculum) Email: cillagiannopoulos@hisdragons.org.cn
Upper School Principal	Mr. Fursey Gotuaco Email: furseygotuaco@hisdragons.org.cn
Upper School Vice Principals	Ms. Liam O'Shea Email: liamoshea@hisdragons.org.cn Monica Prieto Email: monicaprieto@hisdragons.org.cn
Director of Athletics and ASA Coordinator	Mr. Filipe Nogueira Email: filipenogueira@hisdragons.org.cn
Director of Technology	Mr. Danie de Beer Email: daniedebeer@hisdragons.org.cn
Director of Admissions and And HIS Community Liaison	Ms. Andrea Stubbs Email: andreastubbs@hisdragons.org.cn
Lower School Secretary	Ms. Lily Fan Email: lilyfan@hisdragons.org.cn
Transportation Secretary	Ms. Tracy Zhu Email: tracyzhu@hisdragons.org.cn
Reception / Admissions	Ms. Kerri Liang Email: kerriliang@hisdragons.org.cn

Mission Statement

We provide international learners with opportunities to pursue academic and personal excellence within a caring community.

Vision Statement

We will be defined as a school of excellence by each of the constituents of our international school community. We envision...

- a diverse student population from around the world
- a system in which every student has equal opportunities for success and for university admission, based on a variety of performance indicators
- a system meeting the needs of individual learners, rather than making the learner fit the system
- a system that allows teachers to teach the GLTs (General Learning Targets) in creative and motivating ways
- students who will be well-rounded, community contributors armed with the academic and personal skills to succeed in the adult world and who see the relevance and purpose in their learning
- faculty and staff who feel a high degree of purpose, job satisfaction, pride, and personal growth
- parents who feel informed, valued, and satisfied
- a strong connection to the Hangzhou community and the perception that HIS represents 'excellence'

Accreditation

HIS is an IBO World School offering the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP) of the International Baccalaureate Organization (IBO). HIS is fully accredited by the Western Association of Schools and Colleges (WASC), and in 2022 earned its highest possible accreditation term of a continuance of six years. HIS is a member of the East Asia Regional Conference of Overseas Schools (EARCOS) and the Association of Chinese and Mongolian International Schools (ACAMIS).

Governance

HIS is overseen by a Board of Governors, which is appointed consistent to the bylaws of the school's Deed of Foundation. The self-perpetuating, "corporate governance" model used at HIS and the other ISF schools has been supported for many years by the European Council of International Schools in the United Kingdom and has been more recently endorsed by International Schools Services in Princeton, New Jersey.

Financial Status

International School Foundation

HIS is overseen by members of a Board of Directors appointed according to the bylaws of the school's Articles of Association, of the International School Foundation (ISF) as a not-for-profit status. ISF is domiciled in Lansing, Michigan, and is directed by Larry Balli, Michael Dougherty and Kristy Risjad. Affiliated schools include the American International School of Cape Town and Hangzhou International School.

The ISF was established to solicit tax-deductible philanthropic contributions to benefit its affiliated international schools, but it does not own, nor does it have legal connection with or liability for any of these schools. Each school affiliated with ISF is registered in its respective country under the auspices and not for profit regulations of that country.

Not-for-Profit Status

HIS undergoes an annual audit, which is required by the Chinese Finance and Education Departments. This audit and the finances in general are also reviewed by the school's two accrediting agencies, the Western Association of Schools and Colleges, and the National Council on Curriculum and Textbooks. The ISF has been vetted and accorded a 501 c3 status (not-for-profit) by the International Revenue Service of the United States.

Section 2: Campus Information

2.1 School Hours

- School gates open at 7:30 am
- School gates open for early years at 8:00 am
- The school day starts at 8:00 am for K-5
- The school day starts for EY & Pre-K at 8:30am
- Dismissal is at 3:00 pm
- Buses leave school at 3:10 pm
- CCAs are from 3:15 pm to 4:15 pm

During evening events, the campus will be open based on the activities occurring.

School offices are open Monday to Friday: 7:45am to 4:30pm.

2.2 Security on Campus

Security guards are onsite 24 hours a day to ensure a secure school environment. Additionally, security cameras are installed in various locations throughout the school to monitor student movement and to ensure student safety at all times.

2.2.1 Entering Campus

On normal school days, campuses are open from 6 am to 6 pm. Members of the school community and visitors can enter and exit when school is open. Students in uniform enter freely; teachers, parents and administrators enter using their ID card (or sign in if they have forgotten their card), and parents and visitors sign in on entry. ID cards for HIS parents and alumni are available by application.

All visitors must sign in at the entrance gate and proceed to the main office to check in. For security purposes visitors need to wear the "visitor" name card during their visit.

2.2.2 Exiting Campus During the School Day

Students are not allowed to leave campus before the end of the school day without permission from the principal or vice principal. Lower school students must be accompanied by a guardian to depart campus.

2.3 Parking on Campus

There is no parking on campus except for school-owned and/or faculty and staff vehicles.

2.4 Bus Transportation

Hangzhou International School has routes to many parts of Hangzhou. The school reserves the right to refuse service to any part of the city that is impractical because of its location relative to other pick-up points.

2.4.1 Registration

A bus service registration form should be given to the office at least one week before the desired commencement or address change for bus service. Every new address affects the routes and service cannot be started prior to this one-week period. Registration and pick-up change requests are filled in the order of payment made and are subject to seat availability.

2.4.2 Rules for bus conduct

Parents are asked to review with students the regulations governing the bus service. Students who do not adhere to these rules are subject to suspension and ultimately expulsion from the bus service. Bus Monitors, students, or parents may report bus misconduct to the Principal.

2.4.3 Bus Expectations

Student safety is our number one concern regarding transportation. Violations of bus expectations could result in disciplinary action consistent with HIS policies or termination of bus services to ensure the safety of all.

The school reserves the right to suspend or remove students from the bus service should they not adhere to the safety rules set forth below.

- The bus driver's primary responsibility is the safety of the passengers. Children must be respectful towards the driver and obey any requests made by the driver and the bus monitor.
- Younger students are required to sit nearest to the bus monitor toward the center.
- Remain in your seat with the seat belt firmly fastened around your waist.
- Do not get up and move around the bus while it is moving.
- No eating on the bus.
- Only soft comfort toys are permitted on the bus. No other toys are permitted at school unless directed by the classroom teacher.
- Do not do anything that might distract the driver. These actions include:
 - Loud noises such as yelling, screaming, or the use of inappropriate language
 - Throwing items inside the bus or out the window
 - Fighting and/or arguing with other students, the driver, or bus monitor
 - Turning around, standing or jumping on the seat
- Music may not be played on the bus, either via the van's radio or your own device unless it is a personal device that will not bother others.
- Windows stay closed at all times (unless there is a breakdown or the air conditioning is not working).
- Keep the bus clean. Remove all rubbish from the areas where you were seated.

* If there is an accident or the bus breaks down, students should listen for instruction from the driver or monitor. If they are told to leave the bus, stay together with the other students as far from the road as possible until a service vehicle and another van arrives.

Parents are asked to bring bus concerns to the transportation coordinator and/or divisional school administration.

2.4.4 Bus Consequences

First Violation:

- Discussion with adult on bus duty
- Bus rules are reviewed with the student
- Behavior is documented

Second Violation:

- Bus rules are reviewed with the student
- Behavior is documented
- Parents are informed about the consequence of subsequent violations

Third Violation:

- Behavior is documented
- Parents are informed about the consequence of subsequent violations
- Student is suspended from the bus for a minimum of one week

Fourth Violation:

- Behavior is documented
- Possible expulsion from the bus
- Meeting with parents before bus privileges reinstated

Of primary concern to parents and the school administration is the safety of each child. Rude or disruptive behavior that might distract the driver will not be tolerated. Severe incidents which compromise the safety or wellbeing of staff or students on the bus may incur immediate suspension.

There is one basic rule that supersedes all others in importance and simplicity: All passengers must remain in their seat with their seat belt fastened and do nothing that distracts the driver.

2.4.5 Pick-up times

The driver will wait two minutes past the scheduled time; after that, they have been instructed to leave so that the others on the route are not late to school. If your bus often is late or very early, please report this to the school office so that the driver can be reminded to move along to the next house after the two-minute waiting period. Please check with the office if there is any doubt about your own pick-up time. If your bus comes too early, it will wait until your scheduled pick-up time. This time may change every time a new student is added to the bus system! If your bus is always early, please inform the office know so that the preceding students can be assigned a later pick-up time.

If your bus does not arrive, please telephone the school to see if it is late. Please understand that the drivers cannot control unusual traffic conditions such as weather, roadwork, or accidents.

Students who have not obtained prior approval and are not able to board a late bus will have to wait at school until their own car can come collect them or taxi transportation can be arranged at the student's expense.

If there is an accident or the bus breaks down, students should listen for instruction from the driver or monitor. If you are told to leave the bus, stay together with the other students as far from the road as possible until a service vehicle and another van arrives. Please contact HIS transportation coordinator at tracyzhu@hisdragons.org.cn or an administrator with any questions or concerns.

2.4.6 Morning Drop Off Procedures

Parent vehicles are currently not allowed on campus. Parents should drop off their children outside the front gate of the school. Parents should park sensibly and avoid blocking the road or entrances to the school. Please take care while crossing the street and encourage your child to look out for traffic as they approach the school entrance.

2.4.7 Health and Safety Measures

HIS are implementing safety measures which require parent cooperation and support. All students/parents must confirm green health status by showing the green code at the school gate or prior to entering the school bus. Students will undergo temperature checks and hand sanitization before entering campus.

2.4.8 Pick Up Procedures

Drivers of private vehicles may pick students up outside the front gate. Please inform drivers that they should not blow their horns outside of campus and should move along if directed to do so by school security.

2.5 Lunch



Lunch at HIS is provided for all students. The menu is available on the website weekly. Our chef prepares menus that are well balanced and nutritional. Please direct any questions or concerns regarding school lunches to the cafeteria manager. (cafeteria@his-china.org).

2.6 Lost and Found

Lost and Found items are stored in or near the café area. The school will eventually donate unclaimed items to a charity group, which supports local schools and students with special needs.

Section 3: Teaching and Learning in the Lower School

3.1 The HIS Lower School Standards and Curriculum Framework

3.1.1 The Primary Years Programme (PYP)

HIS is an authorized IB World School, offering the Primary Years Programme (PYP) of the International Baccalaureate (IB). The PYP is an international curriculum framework used at HIS from Early Years to Grade 5 and focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.



The PYP Programme, as with all IB programmes, is centered on students developing the attributes of the IB learner profile. The Learner Profile is a set of values, which collectively describe the qualities of internationally minded people.

Recognizing that knowledge is not static, the PYP seeks to uncover enduring understandings through a concept driven, inquiry-based curriculum framework. Important features of this framework are the explicit teaching of skills, the development of personal attitudes and student engagement in self-initiated, responsible action.

The PYP framework is guided by six transdisciplinary themes of global significance:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

Knowledge:

The six subject areas identified within the IB Primary Years Programme are language; social studies; mathematics; arts; science; and personal, social, and physical education.

Learner Profile:

These values form the culture and ethos of our school and apply not only to our students, but to our whole school community. The learner profile attributes are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Agency:

The agency component involves students having voice, choice and ownership in their learning. Students drive the learning process and may extend their own learning. Exploration of areas of interests and deeper learning occur through these processes. Agency can lead to personal, local, and global actions that look different depending on age and have meaningful impacts beyond the classroom.

Approaches to Learning:



Through the PYP, students are introduced to and begin to master a universal set of skills that are valuable for their learning within the classroom and in life outside of school. These skills are called the Approaches to Learning because they are like tools that students use to approach, manage and take ownership for their learning.

Approaches to Learning include:

- *Self-Management:*
 - Organization
 - Managing Self, Time Management, and Goal Setting
 - States of Mind
 - Mindfulness, Perseverance, Emotional Management, Self-Motivation, and Resilience
- *Social Skills:*
 - Intrapersonal
 - Self-control and Emotional Intelligence
 - Interpersonal
 - Respecting Others, Supporting Others, Social Intelligence, and Resolving Conflicts
- *Communication Skills:*
 - Exchanging Information
 - Listening, Interpreting, and Speaking
 - Literacy
 - Reading and Writing
 - ICT
 - Media Representation and Informed Choices
- *Thinking Skills:*
 - Critical
 - Analysis, Evaluation, and Forming Decisions
 - Creative

- Generating Novel Ideas and Considering New Perspectives
- Transfer
 - Application and Application in Multiple Contexts
- Reflection
 - Reflection and Metacognition
- *Research Skills:*
 - Information Literacy
 - Formulating and Planning, Gathering and Recording, Synthesizing and Interpreting, Evaluating and Communicating
 - Media Literacy
 - Consuming and Processing, Considering Online Perspectives, and Creating
 - Ethical Use
 - Ethical Use and Reliability of Sources

To learn more about the PYP visit www.ibo.org

3.1.2 Curriculum Standards

The HIS academic standards were chosen to serve the multi-national nature of our learning community. The standards include competencies in languages including English and Mandarin, Social Studies, Science, Mathematics, the Arts and Physical Education. These standards are based on research, standards, and are continually developed in Australia, China, New Zealand, Singapore, the United Kingdom, and the United States, that target dispositions toward life-long learning, college/university preparation, as well as life and work in a global society.

3.1.3 Learning in context

Students engage in a wide range of interactive learning experiences, both on and off campus. These activities assist each student to develop a sound core of knowledge, a sense of logic, intellectual confidence, life-long learning skills, and the opportunity to engage in learning activities beyond the classroom. HIS also takes advantage of the many learning opportunities unique to an international school setting and our location in China. Most importantly, the school aims to foster a lasting love of learning. Please view the Lower School curriculum information on the “Learn” section of the school website.

3.1.4 About Our Library

Lower School students have access to two libraries. ECE's library is located on the ground floor of the ECE building, serving students from Early Years to Kindergarten and Grade 1 - 5 Lower School students' library is located on the Ground floor of the Lower School Wing in the main building. Our collection includes a selection of books covering a variety of genres and topics in both fiction and non-fiction literature. These range from Early Years board books, to engaging picture books for all ages, chapter books and PYP, MYP and DP appropriate material. Online research databases, such as the Encyclopedia Britannica, JSTOR and others are accessible through the library portal. Additionally, we have a selection of books in our students' home languages. The library is a place where students can conduct research, work on projects together or independently, relax and explore stories through multiple ways. Our librarian provides teachers and students with supports and supplies in order to enhance the program of inquiry (POI), independent research projects, and the PYP Exhibition. Additionally, the librarian conducts lessons to support students with ethical use of digital citizenship that support proper research skills involving proper resources.

3.1.5 Borrowing Library Materials

Books are loaned out each week during class library time or at other times when the library is open. *

3.1.6 Library Hours

The HIS library is open weekdays from 7:45 a.m. until 4:30 p.m. *

3.1.7 Library Fees



Students are asked to return books on time, but there are no fees for late books. However, lost books will be charged. Please note, that your child's reports or documents may not be released if there are outstanding charges on your child's account.

3.2 Timetable and School Day

Lower School students participate in Mandarin daily, and Performing Arts, Physical Education (PE) or Rhythm and Movement (students in Early Years – K), Art (students in Grades K-5), Design Technology and Library with specialist teachers. Students learn the remainder of the day with their homeroom teachers. Through the use of transdisciplinary learning, relevant concepts and issues are integrated into these diverse and different learning opportunities in order to allow students dive deeper into learned knowledge and make connections to real life.

3.3 Personal, Social, and Physical Education, Music, Art and Design Technology

Personal, Social, and Physical Education (P.S.P.E.)



The HIS Lower School Personal Social, and Physical, Education Program uses an inquiry-based approach to teach lifetime health and fitness. The program focuses on movement competence, active living, and healthy living through class discussions and a wide variety of games and activities in the gym, on the field, and in the swimming pool. The goal is to develop healthy habits, locomotion skills, spatial awareness, hand-eye and foot-eye coordination, physical endurance, and strategic thinking in a safe and active environment that encourages students to be cooperative and inclusive towards others.

Performing Arts

Performing Arts at HIS develops students' ability to sing, play instruments, dance, compose, improvise, perform and experience music, dance and drama of diverse origins. Performing Arts incorporates an active environment that encourages students to develop through creating, performing, reflecting on, and presenting. It is through this practice that students acquire new skills and master those skills developed in prior learning.

Art

The Lower School Visual Arts Program develops skills through a wide variety of concept-based units and collaborative art projects. Students create express, reflect, and problem-solve during the artistic processes. Students are encouraged to use art as a form of expression for themselves, their culture, artists, and reflect the contributions of the world around them.





To support the Units of Inquiry, Design Technology blends several disciplinary skills together to develop students' problem-solving and creative skills. The students will inquire and analyze, develop ideas, create solutions to problems, and evaluate its effectiveness of the solution.

3.4 Language Learning in the Lower School

HIS creates a multi-lingual learning environment in which the language of instruction is English, while also fostering other languages, including mother tongue. The acquisition of additional languages provides students the opportunity to thrive within our culturally rich community. The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural understanding.

3.4.1 Mandarin Program

The Mandarin Program is a unit-based language program and aligned, where possible, to the PYP Language scope and sequence. Students attend Mandarin for 40 minutes a day. For the ECE, Mandarin is embedded in day to day class programs with assistance from the bilingual teachers in the classroom. Our program offers multiple levels for Mandarin Literacy and Language (MLL) and Mandarin for Speakers of Other Languages (MSOL) at Beginners, Intermediate and Advanced. Students are assessed for class placement. All levels integrate listening, speaking, reading and writing skills. Students have a variety of ways to approach learning, such as project-based learning, story-telling, and other activities related to Chinese culture.

3.4.2 English for Speakers of Other Languages (ESOL)

HIS provides support within the school day to students for whom English is not the first language. ESOL teachers provide a push-in support program for students within the regular classroom and pullout ESOL classes are provided as deemed appropriate. Our ESOL program follows research and evidence-based best practices in academic language acquisition; is guided by WIDA's English Language Development standards; and is aligned with IB PYP philosophies. HIS charges an additional one-time ESOL fee at admissions to students for whom English is not their dominant language.

3.4.3 ESOL Program Progression

At the beginning levels, the ESOL program concentrates on equipping students with the vocabulary and structures for meeting immediate school needs and assisting in the settling process. As students gain confidence, they move onto broader themes designed to develop speaking, listening, reading, and writing skills to a level that will enable them to participate effectively in all regular classroom lessons.

Students with limited English proficiency, or transferring from non-English speaking schools, will be evaluated at admissions and may be recommended for ESOL support services. New ESOL students will be assessed in the first few weeks at HIS.

ESOL and homeroom teachers collaborate to evaluate the progress of English Learners receiving support services using multiple measures.

3.5 Assessment and Reporting

HIS Lower School uses both formative (informal) assessments and summative (formal) assessments to inform student progress and achievement across the curriculum. HIS provides parents with various opportunities to learn about their child's achievement (e.g. report cards and conferences).

3.5.1 Standardized Testing

The HIS Lower School utilizes the Northwest Evaluation Association (NWEA) MAP standardized tests. These scores are used to guide learning and to measure growth.

3.5.2 Comprehensive Reading Assessments

Teachers continually assess students' reading levels through daily classroom work and reading groups. Additionally, each student's reading level is assessed twice per year using the Fountas and Pinnell Comprehensive Reading Assessment.

3.5.3 Parent-Teacher Conferences

Parent-teacher conferences take place in the first semester. These conferences provide parents with an opportunity to discuss their child with the teacher. At the beginning of the school year there is an opportunity to formally discuss your child with the teacher.

3.5.4 Student-Led Conferences

Student-led conferences take place in the second semester and are a time to celebrate student growth and interests. Students get the opportunity to showcase their learning to their parents during these sessions with the focus on demonstrating knowledge, skills, understanding, and resetting goals.

Progress Reports

The progress report is another form of communication from the teacher to the parent. It highlights the student's achievements, growth points, and development throughout the year.

The school year is divided into two semesters. Student performance is reported as follows:

- Mid-Term (October): Mid-Term Progress Report
- End of Semester 1 (December): Semester 1 Progress Report
- Mid-Term (March): Mid-Term Progress Report
- End of Semester 2 (June): Semester 2 Progress Report

Students must be in attendance for a minimum of six weeks of the assessment period to be issued a complete progress report.

3.6 Learning Resources: Technology, Texts and Materials

Resources are checked out in the student's name. If not returned or if damaged, the student will not be issued school records until the fine is paid.

3.6.1 Respect for others' privacy and property.

Students must respect others' property including work, files, passwords and software. Users are responsible for keeping their own passwords secure and for changing them as often as necessary. Users must not misrepresent themselves, others or the HIS community via online communication. Lastly, students are not to use the school network for streamed media or downloading as it slows down the network performance.

3.6.2 *Cyber bullying and tampering with equipment*

All students should be aware that tampering of any kind with someone's computer, files, etc. or participating in cyberbullying is considered an extremely serious offense and will be disciplined accordingly by staff and administration.

Consequences may include but are not limited to:

- Parent meeting
- Engaging parental controls on the student's computer
- Loss of access to the school's network
- Complete loss of access to technology

Please understand that communication systems and use of the school's network is private. HIS reserves the right to monitor any student at any time without prior warning to ensure reliability, integrity, security, and appropriate use.

Cyberbullying is defined by the Center for Safe and Responsible Use of the Internet as "being cruel to others by sending or posting harmful material or engaging in other forms of social cruelty using the Internet or other digital technologies. It has various forms, including direct harassment and indirect activities that are intended to damage the reputation, or interfere with the relationships of the student targeted, such as posting harmful material, impersonating the person, disseminating personal information or images, or activities that result in exclusion."

3.7.4 *Other Materials and Supplies*



Textbooks, library books and other school materials issued to a student on a loan basis should be returned within the time allotted for borrowing. Students who lose textbooks, library books, or other school materials are liable to pay for their replacement.

It is the responsibility of the student to return the book and other materials in good condition (with allowances made for normal use). These resources are checked out in the student's name, and if they are not returned (or a fine paid), the student will not be issued a progress report or HIS transcript. Students are encouraged to check periodically that they have their own books and have not accidentally swapped with a classmate. Students and parents can check their Oliver accounts to see what is currently checked out to them.

Students will have access to some stationary resources such as notebooks or writing tools. Students may be requested to provide classroom materials (pens, pencils, notebooks, binders, etc.).

3.7 **Homework**

Homework is to be meaningful and assigned in a manner that enhances student learning. It helps establish patterns of study, build responsibility and develop time management skills. While homework is a student's responsibility, it also enables parents to learn more about what their child is doing in school and become involved in the learning process. We recognize the value of family time in a student's life and learning, and we aim to only intervene with purposeful homework.

At HIS, homework may be used to:

- reinforce class lessons
- gain a better understanding of material and skills already taught
- continue learning activities started during class time
- pursue personal interests and projects

3.7.1 Homework Guidelines for Teachers, Students and Parents

ECE -Parents read aloud daily in their native language.

Kindergarten -home reading and parents read aloud daily in their native language.

Grade 1- Up to 15 minutes per night and parents read aloud in their native language.

Grade 2- Up to 20 minutes per night and parents read aloud in their home language.

Grade 3- Up to 30 minutes per night and parents read aloud in their home language.

Grade 4- Up to 40 minutes per night and parents read aloud in their home language.

Grade 5- Up to 50 minutes per night and parents read aloud in their home language.

The bulk of homework should be reading and pursuing personal interests*****

Total home learning time for any given night will vary. The times above should be considered as the maximum amount of daily time per grade. Some children will find some assignments more time consuming than other children, and sometimes this divergence will vary according to the subject.

If home learning is consistently taking considerably more or less than the time suggested by the teacher, or if the student insists that "we never have any homework in that subject," then there could be a communication problem. The parent should contact the teacher to address this misunderstanding or any problems which may exist in the way the student is addressing the assignments.

Mandarin homework is often set with a maximum expectation of 30 minutes per day. If parents wish their child to spend longer than this, it is expected that they finish all English homework before continuing beyond 30 minutes.

Further guidelines: Homework...

- is relevant to the classroom instruction
- is engaging and authentic
- can be completed independently by the student and may have differentiated options for different learners
- should not be completed by the parent. Parents may be involved in other ways (e.g. interviews, games, etc.)
- should be ended by the parent when the effort exceeds what is reasonable and productive

3.7.2 Homework Make-Up

If students know they will be absent due to a family obligation or a school-related activity, they should speak to their teachers prior to the absence in order to stay on-track with their classmates.

Teachers are not expected to create extensive individual programs. However, for students who miss school for long periods due to illness or other approved reasons, the teacher will provide some support to help the child continue in the program successfully upon their return.

3.8 Student Support Services

3.8.1 Counseling Services

Social/emotional counseling services are available to all students through a comprehensive model that includes whole-class counseling lessons, small group counseling, and individual counseling support. Referrals for group and individual counseling come from teachers, parents, and students. The counselor collaborates with teachers, parents, students, and outside agencies to minimize barriers to success.

3.8.2 Learning Support and Positive Behavior Support

Students experiencing academic difficulties may receive intervention support as a way of learning support. Support through an intervention means that the student will receive short-term supplemental instruction to build a skill to help catch him or her 'up to speed.' Any student who is experiencing extended academic or behavioral difficulties may be placed on probation, which mandates extra study sessions and other strategies to assist students and may need additional supports that could also include extra fees.

Counseling is available at school to assist students in need of behavioral, emotional, or social support. Common issues students and their parents seek help for include conflict resolution, peer problems, transitional struggles, study and organizational skill, conflicts at home, and crisis or grief response. HIS counseling services are meant to provide short-term support focused on immediate improvement. If extended support is needed, or services cannot adequately be provided at school, the counselor will assist the family in locating appropriate help within China.

When a student's behavior consistently goes beyond what is reasonably managed in the classroom, a collaborative team approach is taken. Positive behavioral support services may include individual counseling, behavioral contracts, additional administrator support, increased home-school communication, and/or other behavioral interventions and supports.

Student files are regularly reviewed, and services are adjusted accordingly. When appropriate, HIS collaborates with outside agencies to service students' unique needs. HIS may consider conditional enrollment status on a case-by-case basis, taking into consideration home-school collaboration, and the student's level of need relative to the school's service capacity.

3.9 Assemblies

Our Lower School community gathers for assemblies throughout the year. The purpose of assemblies is to provide students with an opportunity to celebrate achievements, build community, and showcase what has been learned in their units of inquiry. These assemblies are student-led and designed to share learning in an entertaining manner. Assemblies may be followed up by a showcase of learning in the homeroom classes. Parents are invited to grade level assemblies.

3.10 Co-curricular Activities and Athletics

In addition to the academic program, HIS also runs a comprehensive activities program for all students in Kindergarten-Grade 5. These activities allow students to explore their strengths outside of the main curriculum and provide opportunities for team building and leadership. In the Lower School, students can choose from activities with an academic, artistic, or health/wellness focus.

An HIS Activities Handbook will be sent out at the beginning of each Co-Curricular Activities session.

3.11 Classroom Birthday Celebrations and Class Parties

Birthday parties are generally not held in class or during school hours. Invitations to private birthday parties may be distributed at school only if all children in the class are to be invited. The giving of gifts is prohibited, including goodie-bags or party favors. Birthday cakes should not be brought to school.

3.12 Tutoring

HIS teachers are not available for tutoring because of the labor laws in China. Our teachers are granted Work Permits and Visas for the sole purpose of working for the school while the teachers reside in China. Any work outside of the school's authority is not legally condoned and could put the teacher at risk of deportation and the school at risk of a fine or censure.

Occasionally, our counselor can coordinate tutoring for Lower School Students with volunteer Upper School students.

3.12.1 Field Trips

Any HIS sponsored excursion off our campus with students is considered a trip. Field trips are an important part of our school program, and student safety is a priority at every step. Field trips are planned to provide learning opportunities that are significantly enhanced by an off - campus venue, including exposure to the culture and geography of China.

Expenses: The school will provide transportation for approved local trips in the general Hangzhou area. While meals are generally provided by the cafeteria, parents may be asked to help support these trips by paying entry fees, or other related costs. All field trips are tied to curricular goals.

Participation: All class/grade members are expected to participate in field trips. In most cases, alternate activities will not be provided for students not attending. Our established student -to- adult ratio may require that parent volunteer chaperones are necessary for trips to proceed. Mandarin speaking parents are especially encouraged to volunteer.

Permission: Details of the trip and its connection to the curriculum will be sent via a letter from the sponsoring grade level/department leader. This letter will include a permission form, which must be signed by the parent and returned to the teacher.

The school uniform is required on field trips unless expressly indicated otherwise on the permission slip. HIS expectations and understood codes of behavior are in effect on all field trips.

Parent Participation/Parent pick up at Field Trips: Parents are encouraged to participate in field trips; however, the classroom teacher will determine the number of parent volunteers. There may be an occasion where a specific child may need to be accompanied by their parent for disciplinary or safety reasons, after consultation with administration. Furthermore, if a parent is participating in a field trip and wishes to take their child home directly from the event, the parent must inform the homeroom teacher face-to-face before doing so.

3.13 HIS Academic Honesty/Honor Code



The school expects students to work together and to help each other learn and the school encourages a classroom environment in which the ideas of students are valued both by the teacher and by fellow students. In the lower school we work to help students understand what plagiarism is, how to avoid, it, and fully understand these approaches as they adhere to the school's policy.

Students may get help from a parent in understanding an assignment or in solving a problem. Parents and students should realize that the purpose of the homework is to reinforce what the child has been doing in the class and to solidify understanding. Therefore, parents or tutors who help children with homework should ensure that the student is able, after receiving help, to solve the problems or do the work independently. We also encourage students to ask their teachers for help. This same thinking applies when a student receives help from another student.

Most tests, quizzes, and written assignments (compositions, research paper, and so forth) are intended by the teacher to be done independently by the student. Students who copy information from another student, or who in any way present work or ideas as their own when they were, in fact, taken directly from someone or someplace else, have violated the code of academic honesty.

The school's Honor Code is as follows:

"I realize that copying and presenting the work of someone else as if it were my own is dishonest. I realize that it is my responsibility not only to adhere to the above code, but also to report to the teacher any such dishonesty of which I am aware. Whether I myself copy the work of someone else, give my own work for someone else to copy, or tolerate such action in others, I am guilty to one degree or another of academic dishonesty."

Students preparing compositions or papers must acknowledge any passages which they quote verbatim or paraphrase, in whole or in part, from any source, according to guidelines which will be made clear by the teacher.

Academic honesty is required at HIS. In the event that a student is shown to be dishonest, one or more of the following will occur: the assignment will not be accepted, the student's parents will be notified, (s)he will serve a suspension. Note that the student will lose the right to appear on the honor roll for that semester. Repeated results will result in a student being asked to leave HIS. Examples of academic dishonesty include:

- Copying the work of others
- Allowing / assisting others to copy work. Giving your work to a classmate and then being surprised that they copied it is not an acceptable excuse.
- Plagiarism of any form (copying websites, not citing ideas presented by other authors, etc.)

Section 4: Admissions, placement and Attendance Policies

4.1 ADMISSIONS

Admission and continued enrollment will be determined by the Principals and the Director of Admissions. All questions regarding admissions should be forwarded to the Director of Admissions for HIS admissions@hisdragons.org.cn Admission requirements may change from year to year.

All students of appropriate age are eligible for admission based on the following criteria:

- If it is believed that the school has the capacity to meet the educational needs of the applicant.
- The potential of the applicant to benefit from the educational services provided.
- The ability of the applicant to meet the attendance and behavioral expectations of the school.
- Fulfillment of the school's financial and medical requirements.

4.1.1 Eligibility to Attend HIS

HIS is subject to the laws of the Government of the People's Republic of China, and the regulations set by the Ministry of Education. International schools in China are exclusively for the children of foreigners temporarily residing here. By Chinese law, international schools may accept children of expatriates residing temporarily in China and travelling on a foreign passport. The school must see the original passport and visa of the student at the time of registration and will maintain photocopies in the student's file.

4.1.2 Class Placement

Upon enrollment, students are placed in a grade or section based upon their previous academic history and their chronological age. Grade placement is the purview of the school administration. While parent input will be considered, the school determination will be final. ESOL support for students will be determined at the time of admissions. A one-time ESOL fee will be charged to parents of students, for whom English is not their dominant language.

4.1.3 Retention / Promotion / Dismissal of Students

It is the intention of the school to keep children within their age groups whenever possible. The decision regarding the promotion/retention/dismissal in the case of a student is the sole

responsibility of the Director. Consultation with Administration, Admissions Office, teachers, parents, and students will be held prior to a final decision. Review of possible candidates for retention will begin as early as possible.

In some cases, there may be a need to retain students at a grade level for the next school year. Prime consideration for retention of a student will be his or her maturation in all areas. School administrators are aware of the various social and psychological issues surrounding retention, and this recommendation will only be made when they feel it is in the best overall academic and social interests of the child. In some cases, this is a recommendation only, and parents will make a decision after meeting with a Student Support Team who will advise on the situation.

4.1.4 Withdrawal from HIS

Students leaving HIS should inform the office as soon as they know they will withdraw. This will enable the office to prepare leaving documents. Before such documents can be issued, a withdrawal form must be prepared, which checks on such things as library and textbooks being held by students, outstanding fees, forwarding addresses, and so forth.

Students who withdraw within three weeks of a normal Progress Report issuance will not receive an early report. The Progress Report will be forwarded to the parents or the office when it is issued on the regular date. Students leaving more than three weeks prior to a Progress Report issuance will receive a special interim report, listing the progress of the student at the time of the withdrawal.

4.1.5 Tuition and Fees

Tuition fees pay for all the operating and capital costs of the school including teacher salaries and benefits, books and materials, computers and software, utilities, building, and operating expenses. School fees also include many other ancillary goods and services as detailed each year on the annual fees document and according to current board policy. All fees must be paid prior to a student starting school. For specific information regarding payment and refund policies, please contact the admissions department.

4.2 Student Attendance



At HIS we believe that regular school attendance is essential to the progress and achievement of the student. All students are expected to arrive at school on time and attend all scheduled classes. Not only does attendance reinforce and enrich the learning process, it also establishes patterns and attitudes that will carry forward into adult work habits. Arrival at school on time is essential for the students as they have time to organize themselves for learning, connect with others, and hear the learning intentions for the day. It is prime instructional time and students are expected to arrive ready to learn.

4.2.1 Record Keeping, Absences, and Tardies

Teachers keep a daily record of student attendance and will record any absent or late students. Students arriving late to school (after 8:00 am) should report to the front office to obtain a late slip before going to their first class. They will be marked late unless they have an excused absence. Students who are late due to the late arrival of an HIS bus will not be penalized and will receive an excused slip.

Excused / Unexcused Absences

It is the parent's responsibility to inform HIS on the first day and each successive day of a student's absence. Parents should send an email to the Lower School secretary, Lily Fan (lfan@hisdragons.org.cn) indicating the nature of the absence and a return date/time.

If the parent does not contact the school regarding an absence, the school secretary will endeavor to contact parents after 9:00 am each day of a student absence. If there is no response, the absence will be listed as an unexcused absence.

For pre-planned absences, students are encouraged to inform their teachers prior to their absence. Whenever possible, please schedule doctor and dental appointments after school hours. The following absences are excused**:

- Illness
- Serious illness or death in the immediate family
- Emergency medical situations
- Absences approved in advance by administration

** Students are given the opportunity to make up missed work by communicating directly with teachers or meeting with teachers. Students should be aware that, they will be responsible for all material that was missed due to any type of absence and should be prepared for assessments that take place upon the student's return to school. Teachers are not expected to create extensive individual programs; however, for students who miss school for long periods, due to illness or other approved reasons, they can provide more extensive support to help the child continue in the program successfully upon his/her return. In cases of quarantine matters, families must directly communicate with the office and teacher to ensure online learning occurs and absences are tallied as needed.

4.2.2 Students Arriving / Leaving School Mid-day

All students arriving to school after 8:15 should report to the main office and have their name marked off the absence list. Students are not allowed to leave campus before the end of the school day without permission from the principal. Students wishing to leave school before 3:00pm must show written parental permission or have parents contact the lower school secretary at the beginning of the day so that the office can notify the appropriate teachers. In an unplanned situation, parents should report to the main office or the principal's office to gain assistance from the school staff for dismissal of their child.

4.2.3 Activities and Absences

A student will not participate in CCAs if:

- They are absent in the morning because of illness. If this involves an important single event, the administration and event supervisor will decide on a case-by-case basis.
- They leave during the day for illness
- They have an unexcused absence in either the morning or afternoon

Section 5 Lower School Culture

HIS Lower School aims to facilitate an environment that is conducive to the intellectual, social and personal development of each student, as stated in the school's mission. Respect is at the core of the HIS school culture. We believe that students need to feel safe and valued in order to be engaged in their learning. HIS develops positive school culture through the use of the PYP Learner Profile Attributes, as well as collaborating to create structures, routines and expectations.

5.1 Positive Culture Development in the Lower School

Every HIS student will demonstrate the following:

Effective Communication:

Expressive skills - the processes and skills used to share ideas in verbal and non-verbal forms

- I can listen to others to understand meaning
- I can watch others to understand meaning
- I can read what others have written to understand meaning
- I can speak clearly and confidently to tell others what I want them to understand
- I can use my creativity through music, art, and movement to help others understand what I want them to understand.

High Level Thinking:

The ability to expand learning beyond simple knowledge and recall

- I can use different thinking skills to see relationships, evaluate, make decisions, and solve problems
- I can think creatively. I approach topics and problems with lots of ideas.

A Solid Foundation of Knowledge:

Mastery of basic skills in all academic areas in order to integrate and apply skills in real life situations

- Academic
- Artistic
- Physical
- Technological

Positive Behaviors and Approaches to Learning:

Affective and behavioral processes and skills that develop personal responsibility within a learning environment leading to the development of quality products

- I can set goals in areas that I need to improve. I can plan ways to reach my goals. I can reflect on my goals to see if I improved.
- I can work well with my peers to solve problems.
- I can make my work look great! I am organized and prepared to be a good learner.

International Mindedness and Community Appreciation:

Affective and behavioral processes and skills that develop an individual's recognition of his or her role and responsibility within the family, the HIS school community, regional communities and the global community

- I am a good friend. I get along with people.
- I can help my community become a better place. I understand that I can make a difference in the world.

5.1.1 The PYP Learner Profile Attributes

The learner profile attributes give us a framework for how we treat one another and our environment. We are defined by our diversity, collaborative nature, and supportive community. We equip our students with the skills they need to be accepting, dynamic, and expressive communicators. We implement the learner profile attributes across the school day through academics, at social-emotional learning times, and during school gatherings.

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

5.1.2 Structures, Routines and Expectations for Positive Culture Development

Faculty and students collaborate to establish shared schoolwide structures, routines and expectations to enable students to reach their full potential. All community members are expected to exhibit positive attitudes and language towards one another and our environment. Student participation and leadership plays an important role in building a positive culture.

5.2 Discipline Guidelines

HIS offers the following guidelines and expectations to assist teachers in handling student discipline:

- Respect for all people is expected in all aspects of the school environment. Teachers can expect that members of the administration will treat staff, parents, and students with the highest degree of respect. The school can expect that all teachers treat all students, other staff, and parents with respect. As a faculty, we will expect that all students and parents will treat all of the adults in the school with respect, as well as each other.
- When disciplining students, there will be no yelling, degrading, or demoralizing a student and that a student's privacy will be respected. Sarcasm has no place in the classroom. Put-downs, or teasing, will not be tolerated between students and those students who do so will face consequences. Our expectation in this area will be to maintain only positive interactions at all levels.
- At no time should a teacher ever strike or touch a student during discipline. If for some reason the student is out of control and their actions could, in the judgment of the teacher, bring harm to others, the student may then be restrained. In student interactions with peers, behaviors such as hitting, kicking, pinching, biting etc. will result in serious consequences and will not be tolerated.
- Respect for property reflects the need for all equipment books, supplies and materials, as well as the facility itself, to be properly treated. Care of our teaching and school environment will help us maintain the facility and our supplies and materials in support of students.
- There is no place for profanity of any kind in the school, and respect for language must be maintained. This includes any language that may be spoken informally in the school other than English.
- Respect for each other's personal space includes student's desks, coats, backpacks or any space that is of a personal nature. In turn, it also means that students must respect the teacher's personal space as well.

In summary, most matters can be dealt with at a teacher level using positive reinforcement, encouragement, support, and monitoring.

5.2.1 Behavior Support Services through the Student Support Team

When a student's behavior consistently goes beyond what is reasonably managed in the classroom, the student may be referred to the Student Support Team (SST), so a collaborative team approach can be taken. Behavior support services may include individual counseling, behavioral contracts, additional Vice Principal support, increased home-school communication, and/or other behavioral interventions and supports.

In the SST process, student files are regularly reviewed, and services are adjusted accordingly. When appropriate, HIS collaborates with outside agencies to service students' unique needs. HIS may consider conditional enrollment status on a case-by-case basis, taking into consideration home-school collaboration, and the student's level of need relative to the school's service capacity.

5.3 Other HIS Expectations

5.3.1 Uniform and Dress Code

HIS students adhere to a dress code which promotes a sense of orderliness and school community, and helps with campus and field trip security.

Lower School students (Early Years through Grade 5) wear navy blue trousers, shorts, or skirts and the HIS light blue polo shirts (short or long sleeved). Tights and socks should be white, black, nude, or navy blue. During cooler weather students may wear sweaters, jackets or hoodies of school colors and winter coats.

All students wear laced shoes or sturdy sandals. Athletic shoes or sneakers are acceptable. Flip - flops, thong sandals, and other beach-type footwear are not appropriate for school. Caps or hats in buildings are also inappropriate.

All students are expected to be well groomed and appropriately dressed at school or during school-related functions off campus. Immodest or distracting attire is inappropriate. Facial jewelry or distracting jewelry is also not allowed. This interpretation can extend to haircuts, jewelry, makeup, or other aspects of personal appearance. Unnatural hair color is not consistent with the school uniform or dress policy.

There are occasionally free dress days on which students are not required to wear the school uniform. These may occur approximately once a month, usually in connection with a special holiday or event. Students will normally wear the school uniform for field trips, unless otherwise indicated on the permission form.

5.3.2 Physical Education Uniform

Students are expected to wear a PE uniform during PE class. This is provided as part of the HIS uniform package. Proper footwear that supports safe movement is recommended.

5.3.3 Personal Belongings and Valuables

Students are discouraged from bringing personal items to school such as toys, electronic devices, and large amounts of cash or valuable personal belongings. Apple/Smart watches are not permitted to be used during the school day. If it is seen to be used, the teacher will hold the item and return it to the parents. The school and its teachers take no responsibility for lost or stolen personal belongings.

5.3.4 School Property

The school assumes that children will respect school buildings, books, furniture and equipment. If a student has damaged school property, it will be the child's responsibility to fix or replace what has been damaged.

5.3.5 Weapons

Students are prohibited from bringing weapons of any kind, including realistic toy weapons, onto the campus. Any instrument which can propel a projectile which might cause physical injury, including sling shots, BB guns or any sort of guns, knives, martial arts objects, or any such instrument or machine that could either cause harm or give the appearance of being capable of causing harm should not be carried on to the campus.

5.3.6 Drug Use

HIS campuses are always non-smoking environments, both indoors and out. All members of the school community are expected to adhere to the laws of the host country regarding alcohol and drugs.

5.4 Child Protection Policy

We believe...

- students are our primary focus
- all students can learn when given the appropriate support and resources
- in a holistic approach to learning, which encompasses social, emotional, behavioral and cognitive development
- in taking a proactive approach to identify and address student needs
- in fostering student growth to promote self-awareness, self-advocacy and effective communication skills
- that our programs and responses must be sensitive and mindful of family belief systems and cultural backgrounds.

The purpose of the HIS Child Safeguarding Guidelines is to support and advocate for the physical, emotional, and mental well-being of our students through an integrated partnership of home, school, and community.

HIS fills a special institutional role in society as protectors of children. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop, both at school and away. Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify children who need help and protection. As such, educators have a professional and ethical obligation to identify children who need help and protection, and to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All faculty employed at HIS must report suspected incidents of child abuse or neglect whenever the faculty member has reasonable cause to believe that a child has suffered or is at significant risk of suffering abuse or neglect. Reporting and follow up of all suspected incidents of child abuse or neglect will proceed in accordance with administrative procedures respective to these guidelines. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate employer, to the respective consulate in China, to the appropriate child protection agency in the home country, and/or to local authorities.

HIS seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. As such, HIS will make these guidelines accessible to all community members, will make every effort to implement hiring practices to ensure the safety of children, and will review the guidelines annually for compliance and effectiveness. In the case of a faculty member reported as an alleged offender, HIS will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child at the highest priority.

If parents have any concerns regarding the safety of their children or someone else's child please contact the Principal, Lynn Pendleton, in person or via email.

Section 6: School Community Relations

6.1 Communication



A child's school life is greatly enriched by a family that is well informed and active in school life. HIS welcomes parent involvement and encourages close ties and frequent communication between parents and school. Parents can expect communication to take the following forms:

6.1.1 *Dragon News*

Dragon News is the HIS magazine written by HIS faculty that will be sent home throughout the year with students. It is also available on the school website.

6.1.2 *Principal Newsletters*

Each week, the Lower School Principal will publish an electronic newsletter, which is designed to communicate general information about upcoming events at the school and showcase various aspects of the school's programs.

6.1.3 *Director's Communication*

The Director will communicate with parents and community members regularly in order to give a macro view of the strategic directions for HIS.

6.1.4 *Homeroom Teachers*

Homeroom teachers communicate with parents on a weekly basis. Each teacher has their own digital source and will post news, photos and details about upcoming events in the classroom. This form of communication may also be supplemented by emails.

6.1.5 *Issues of Concern*

Any specific queries a parent may have regarding the school program should first be discussed between the parent and the teacher. Then, if necessary, with the principal.

Any concerns about school personnel should first be raised with the principal will investigate, follow up, and seek to find a positive outcome or if necessary, refer the matter to the Director for further investigation. In no case will complaints be made or discussed in the presence of students.

6.2 Parents Code of Conduct

HIS expect parents and/or guardian to show respect and concern for others by:

- supporting the respectful ethos of our school by setting a good example in their own speech and behavior towards all members of the school community
- working together with teachers for the benefit of children. This includes approaching the school to resolve any issues of concern, follow stated lines of communication, and to discuss and clarify specific events in order to bring about a positive solution
- correcting own child's behavior, especially in public where it could otherwise lead to conflict, aggressive or unsafe behavior
- respecting the school environment, including keeping the school tidy by not littering
- observing campus security measures

- In order to support a peaceful and safe school environment, the school cannot tolerate:
 - disruptive behavior, which interferes with the operation of a classroom, an office area or any other part of the school grounds. This includes threats, words or actions that bring the institution into disrepute or significantly affect the conduct of school business
 - using loud and/or offensive language or displaying temper
 - threatening harm or the use of physical aggression towards another adult or child. This includes approaching someone else's child in order to discuss or chastise them and physical punishment against your own child on school premises. (Some actions may constitute an assault with legal consequences)
 - damaging or destroying school property
 - abusive or threatening emails, phone, social network messages or other communications, especially those implying contact of media, police, education bureau to further a complaint
 - chain email communications that elicit unsolicited support for a concern or complaint and do not follow appropriate lines of communication.

Violations of the Parent Code of Conduct will be reported to the appropriate Administration and may result in a parent and/or guardian being restricted from entering the school grounds to safeguard our school community. In extreme cases involving a major violation and/or repeated violations of the parent code of conduct, disenrollment of the parents' children from HIS may be necessary.

6.2.1 Parent Contact Information

It is essential that the school have accurate phone numbers, addresses, and emergency contact information for all children. Please advise the Lower School office of any change of contact information as soon as possible.

6.2.2 Parent Absences

If parents or the legal guardian leaves Hangzhou temporarily and leaves a child in the care of someone else, they are required to notify the school in advance. The parents should give the dates of their absence; the names, numbers and pertinent information of the temporary guardian; and the parents' contact details should be given to the school during the absence from Hangzhou.

6.3 Parents and Friends Association (PAFA)

Membership to the Parents and Friends Association (PAFA) is conferred to parents and/or guardians upon the enrolment of their child. Other relatives or family friends with an interest in the school and its students may join. PAFA's goals are

- To encourage parent and community involvement
- To help coordinate programs outside of the provided curriculum in which volunteer parents provide assistance to the teachers and the school.
- To encourage participation by all without discrimination
- To work collaboratively with school leadership including administrators, teachers and staff
- To effectively communicate decisions and events to all PAFA members

PAFA may raise funds to support various efforts that build our community. It does so under the aegis of HIS.

HIS operates on a not-for-profit basis and all monies arising from fund raising are to benefit our school and our children. All money raised by PAFA will be allocated towards items outside of the scope of the school's planned operating budget. PAFA will be allowed the liberty to make charitable

donations based on membership approval. However, at fund-raising events parents will assume that their contributions will be going towards the school and its children. Therefore, when events are planned in order to aid a charity, that information should be publicized before and during the event so that participating parents know who is benefitting from their participation.

Section 7: Health Protocols and Services

7.1 Sickness/Accidents/Incidents

School medical staff are initially responsible for caring for children who become ill at school and for dealing with accidents. Students who are ill should not be sent to school as they pose a health risk to other students. If a child comes to school sick the nurse will telephone the parent and request a chaperone is sent to return the child home.

Children who have been absent due to illness may be required to bring a doctor's note to school with them when they return and submit the note to either their classroom teacher or school office.

7.2 Medication

Any medication to be administered during the school day must be sent to the school nurse with full instructions and proper labeling. Students may take the medication in the nurse's office. Teachers are not able to administer medication to students.

7.3 Medical Emergencies

7.3.1 Injury and emergency

In the case of an accident involving serious medical emergency or injury, a student's parent/s will be contacted as soon as possible. The nearest faculty member will stay with the afflicted child and send for help from the school office. If the child needs to be removed to the hospital, he or she will be taken (by school transport unless inadvisable due to neck or back injury) to the nearest location where they can receive an appropriate level of care. A representative from the school will accompany the child and remain with them until the parents arrive to take responsibility. The office will notify the parents and instruct them to proceed to the location where the child is being transported. When the parent arrives, the school representative can depart after explaining all relevant circumstances.

7.3.2 Epidemics

In the case of a serious disease epidemic the school will adjust procedures and protocols in line with the Hangzhou Education Bureau and government authorities to protect the health and safety of students. Details of these procedures will be updated on the school website at his-china.org/inform/news.

7.4 Allergies

Parents are responsible for notifying the school nurse, classroom teacher and administration of all physician diagnosed food, environmental or medical allergies, prior to the child's first day of school. Once they have notified the school, parents will receive an Allergy Waiver Form. This should be submitted to the Nurse's office within 48 hours. Related medications such as antihistamine or an Epi-pen must be kept on campus with the school nurse.

7.5 Head Lice

Parents should be advised that it is not uncommon during any school year to have cases of head lice at school. Head lice, although not a serious condition is quite common in schools and can create great difficulty within the school setting. Students who are detected as having head lice will not be able to remain in school until free of any lice or nits. Unless the hair is free from the nits, it is highly likely that an infestation of lice will continue to reoccur. If live head lice are detected, the hair should be treated with shampoo products designed for treatment of head lice. When students return to school after having been identified with head lice, they will need to have the school nurse's approval to attend classes. Please inform the school if your child has head lice.

7.6 Emergency Drill And Evacuation Procedures

Fire drills, evacuation and lockdown exercises are carried out regularly throughout the year. Parents visiting the school should be familiar and follow the emergency procedures that are clearly posted around the school.

7.7 Insurance

We expect that all students enrolled at HIS have current medical insurance that covers them for treatment in Hangzhou. We also expect that a parent or guardian will promptly arrive at the hospital in case of an emergency. Although the school has liability insurance for major accidents, we do not provide routine medical insurance reimbursement for any medical costs.

7.8 Health Card

All students must have a Health Card on file in the office. (The blank health card form is part of the admissions packet; copies are available in the office.) Current TB (tuberculosis) tests are required for each student annually.

7.9 Air Quality Monitoring

The HIS administration team and school nurse are responsible for monitoring air pollution information. This information will be gathered daily from the US consulate and Chinese government monitoring centers and, when there is elevated air pollution, disseminated to all staff members. In addition, information from the media, the Hangzhou Education Commission, local air pollution control agencies, and health departments will be considered where applicable. The school will communicate any concerns regarding air pollution using a color-coded system that is based on the US Environmental Protection Agency's Air Quality Index (also used by US Embassy and Consulates in China).

Decisions for reducing exposure to air pollution will be based on individual student risk. Students at highest risk (including students with respiratory diseases, and sports or activities that require heavy exertion for extended periods of time) will be given greatest consideration.

The indoor environment at the HIS campus is fully filtered, thus the above practices are applicable only for outdoor activities.